

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13CA20

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Ryan Stanley

Official School Name: Ocean Air Elementary School

School Mailing Address: 11444 Canter Heights Drive
San Diego, CA 92130-6974

County: San Diego State School Code Number*: 37680560114686

Telephone: (858) 481-4040 E-mail: rstanley@dmusd.org

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Holly McClurg Superintendent e-mail: hmcclurg@dmusd.org

District Name: Del Mar Union Elementary District Phone: (858) 755-9301

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Doug Rafner

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)
0 Middle/Junior high schools
0 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 10204

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	55	48	103
1	60	57	117
2	67	55	122
3	57	60	117
4	70	50	120
5	55	38	93
6	60	49	109
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			781

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
38 % Asian
1 % Black or African American
3 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
55 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2011	781
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 5%
Total number of ELL students in the school: 38
Number of non-English languages represented: 13
Specify non-English languages:

Cantonese, Farsi, French, German, Hebrew, Hindi, Japanese, Korean, Mandarin, Portuguese, Russian, Telugu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 1%

Total number of students who qualify: 7

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 68

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>16</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>37</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>8</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>15</u>
Total number	<u>45</u>	<u>27</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Ocean Air is a high-performing elementary school within the Del Mar Union School District in San Diego County. With a dedicated staff, hard-working students, and involved parents, our school's academic success, as measured by the annual STAR test, remains impressive and consistent. While very proud of our strong test scores, we do not rest on past achievements and continuously strive to do better.

All schools and district offices within the Del Mar Union School District share a common vision, mission and strategic plan. Our vision: We are educating for the future: forging a path for tomorrow's innovative, global thinkers. Our mission is to provide a nurturing, inspiring and rigorous educational program for each of our students. We are continually evolving to develop students who are well-rounded and fulfilled individuals, motivated lifelong learners, and future leaders prepared to meet the challenges of a changing world. The district's Strategic Plan was developed by a Core Committee, representative of the Board of Trustees, district administration and staff, and parents. It serves as our guidepost and includes mutually-agreed upon goals, targets and high expectations for both students and adults. A critical district instructional focus is on developing learning approaches and opportunities that address the common core curriculum. District instructional priorities for 2012-13 include the implementation of a Language Arts Project, designed to support curriculum; the development of a Mathematics Implementation Project; and the development of a common core standards report card. A district-produced video describing the Strategic Plan and core priorities was shown to parents at Ocean Air's Back To School Night.

At Ocean Air, we hold high expectations for our students and the belief that all students can be successful learners. Our school places a high priority on a coherent curriculum, effective instructional practice, and authentic learning. Our teachers work in Professional Learning Communities (PLCs) and teach common lessons, Grades K-6. Teachers practice differentiated teaching, and plan strategies to address the needs of students who do not meet lesson objectives. Tutoring is provided for students who need extra support. A small team of support staff works with English Language Learners and students identified for Special Education. These students outscore state and local norms and continue to make progress academically. Because the majority of our student population consistently scores proficient or advanced, teachers also plan strategies to challenge students who have mastered the lesson content.

In keeping with our philosophy of educating the whole child, in addition to a solid core curriculum, we offer an Extended Studies Curriculum (ESC) Program. This program, made possible through district funding and supported by the Del Mar Schools Education Foundation, supports credentialed teachers who specialize in science, technology, art, music, enrichment, and physical education. Teachers in the ESC program work together with classroom teachers to enhance the core curriculum with hands-on activities, problem-solving, and teamwork. ESC teachers provide experiences beyond the core curriculum standards, and help our students develop essential skills needed as they move on to become successful adults. All students participate in the ESC, with Kindergarten students receiving one hour per week, students in Grades 1-3 receiving two hours per week, and Grades 4-6 receiving three hours per week of ESC instruction. Not only does this time provide valuable enrichment and extension opportunities for students, but it also allows classroom teachers needed time to engage in meaningful dialogue about student needs, analyze student work, and plan future lessons and units of study.

Along with a solid academic foundation, we also maintain a focus on character development. The student day at Ocean Air begins with the principal's welcome over the school intercom, the Pledge of Allegiance, and the PeaceBuilder pledge through which students reaffirm their pledge to build peace at home, at Ocean Air, and in their community. This practice sets a positive tone for the day and helps to unify the school's focus. Our school has a tradition of holding a "Breakfast of Champions," honoring Peacebuilders of the month, one student per classroom.

The principal works closely with the School Site Council and involves parents in collaborative decision-making. The school's success has attracted families who value education and are in a position to have the means to prepare students for school. We work closely with parents who are professionals in their fields to offer experiences that enhance our curriculum, e.g., the Science Olympiad, a Garden Club, etc. The Ocean Air PTA supports and enriches our school with academic and social events. The student population is internationally diverse; school staff and parents collaboratively sponsor opportunities for students to learn about other cultures, i.e., Asian and Indian.

Our inclusive, active school community, rigorous academics, care for individual student success, and focus on character-building and on educating the whole child, make our school worthy of the National Blue Ribbon School award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. In California, there are five performance levels for reporting individual student performance in demonstrating knowledge of grade-level content standards: advanced, proficient, basic, below basic, and far below basic. At Ocean Air, we maintain high expectations that students will achieve at the proficient/advanced levels of the Standardized Testing and Reporting (STAR) assessment. Over the past five years, our students have consistently scored at or above the proficient level. There is a significant improvement in writing at the fourth grade level. We attribute this gain to the district focus on deep implementation of rigorous, standards-based instruction, and an increasing emphasis on written and oral language.

The classroom environment engages learners to participate in the learning process, evaluate their own work, and work collaboratively with their classmates. As most of our student population consistently scores at the proficient/advanced levels, teachers advance the lesson content for these students with greater depth and rigor.

At the beginning of the school year, students who are not achieving at the level of their peers are identified for additional supports. Classroom teachers from the current and previous years articulate teaching and learning strategies that are successful for individual students. For some students, a Student Study Team (referring teacher, principal, parent[s], and appropriate specialists) meet to plan strategies and organize resources to address student learning needs. The student may then receive additional support in a small group setting in his identified areas of need. The student may review classroom curriculum in a different environment or practice a discrete skill with a focused lesson from an alternate curriculum. In addition, our Academic Intervention Program supports students who need extra help. A retired, expert teacher serves as our intervention specialist and works with students in flexible groupings.

B. Looking at Ocean Air's performance data over the last five years, what is notable is the students' and teachers' consistency over time. Specifically, over the past five years in reading, the percentage of students performing at the proficient plus advanced range increased from 89 to 94 percent. We saw similar gains in mathematics with an increase in student performance from 87 to 97 percent. However, given our student population and the talents of our teaching staff, one of our goals at Ocean Air is to consistently increase the numbers of students performing at the advanced level. Therefore, we are especially proud of the gains we have seen in the percentages of students performing at the advanced level. Over the past five years, in reading, the percentage of students performing at the advanced level has increased from 67 to 78 percent. In mathematics, the percentage of students performing at the advanced level has risen from 67 to 81 percent.

We have also seen growth within our larger subgroups, i.e., English Language Learners and Special Education. In 2012, these subgroups scored slightly below the weighted averages for Ocean Air, but still scored significantly better than similar student populations at the County and State levels. In 2012, 87 percent of English Language Learners scored in the proficient plus advanced range in reading, and 95 percent scored in the proficient plus advanced range in mathematics. Seventy-nine percent of our special education population scored at proficient or advanced in reading in 2012. Although an achievement gap exists between Special Education students and the weighted average for our site in mathematics, it is important to note that in 2012, 85 percent of our Special Education students scored at proficient or advanced in mathematics. In order to continually improve the student achievement of students with disabilities, we investigate each child individually to ensure that the goals and services included in their individualized education plan best meets each individual's unique learning needs.

Notably, some of Ocean Air's subgroup populations are so small that they are statistically insignificant. These subgroups include students who receive free or reduced priced lunches, African American students, and Hispanic students. Discrepancies in scores for these groups can often be attributed to a few students. Supports for these individual students are described in Section A above.

We are especially proud of the gains we have seen in our students' writing achievement over time as measured by the state writing assessment at Grade 4. We have progressed from 81 percent of our students performing at the proficient or advanced level in 2008, to 96 percent of our students performing at the proficient or advanced level in 2012. In 2007, only 17 percent of our students performed at the advanced level compared with 62 percent in 2012. Our success in this area is largely due to two years of targeted professional development that has led to the implementation of common writing instructional language and strategies across all grade levels.

The gains in student achievement for all student subgroups are due to a number of important factors. We consistently question current practices, implement new instructional strategies, and invest in professional development (most notably in writing) to improve the learning experiences for all students attending Ocean Air. Grade level teams meet regularly for a minimum of two hours a week during the instructional day to analyze assessment data, share instructional strategies, plan lessons, and identify next instructional steps for each child. Other factors that have contributed to our significant overall gains include a shared vision among all staff, a cohesive team of teachers, and unwavering parental support.

2. Using Assessment Results:

At Ocean Air, our overall focus is on teaching the whole child and ensuring that each student is actively engaged in learning and is connected to our school and broader community; has access to personalized learning and is supported by qualified, caring adults; and is challenged academically and prepared for success in college or further study, and for employment and participation in a global environment.

At the beginning of the school year, we review and analyze STAR testing data from the previous year. Teachers set individual and grade level goals based on this data. Each grade level develops an annual SMART (Strategic, Measurable, Attainable, Results-Based, Time-Bound) Goal. These goals serve as the focus for teacher and grade-level PLC discussions. Teachers monitor progress of meeting the SMART goals with the aim of continuous improvement. The principal frequently observes classrooms, and provides feedback to teachers. The principal provides opportunities for teachers to evaluate student performance based on assessments, select samples of student work to illustrate performance standards, and identify needed improvement actions. At the end of the school year, teachers meet with the principal to discuss results and insights gained from the process.

STAR data is also used for developing our school's Single Plan for Student Achievement (SPSA), as well as informing the principal's focus areas in setting goals for his progress appraisal by the district.

We use multiple reading assessments, including: Developmental Reading Assessment 2 (DRA2) for reading in Grades K-3; Qualitative Reading Inventory IV (QRI) for Grades 4-6; CORE Reading Maze Comprehension Test (MAZE) for Grades 4-6; English Language Arts Trimester Benchmarks Assessments (K-6); Writing Performance Assessments (administered on a trimester basis, addressing each genre – Narrative, Opinion/Argumentative, Informative/Explanatory; classroom work; teacher-developed assessments; process pieces; and on-demand pieces produced in class.

In mathematics, teachers serving on the district's Mathematics Implementation Project Committee are piloting performance assessment tasks that are in alignment with Common Core State Standards and the district's focus on deepening children's conceptual understanding in mathematics. Beginning with the 2012-13 school year, first and fourth grade teachers will be trained in Cognitively Guided Instruction (CGI). The goal is to move away from "answer getting" as we move toward helping students build deeper

understanding of mathematical concepts. Teacher representatives are participating in the Silicon Valley Mathematics Initiative, a comprehensive effort to improve mathematics instruction and student learning. The Initiative is based on high performance expectations, ongoing professional development, examining student work, and improved math instruction. Our teachers are focusing on performance tasks and utilizing analysis tools.

Teachers access data via Illuminate, our student data and assessment system, to glean specific information concerning the level at which standards are being met. On a day-to-day basis, teachers utilize formative assessment information to adjust teaching units to incorporate re-teaching opportunities and/or accelerated instruction. Teachers adjust student grouping throughout teaching a particular unit to provide thinking opportunities in multiple contexts. Grade level teams meet weekly to discuss formative and summative assessment results, student learning progress, and effective instructional strategies. We have found that using data-driven, flexible grouping leads to the best results. Assessment data also informs teacher consideration of the timing, materials, depth of thinking, and methods in the upcoming unit. This allows our teachers to offer a variety of methods and approaches over time for all students.

Teachers hold conferences twice a year at the end of each reporting period with parents (and students at the upper grade levels) to discuss each student's report card, the progress made toward meeting set goals, and the setting of new goals.

Some upper grade teachers are piloting an online program for parents to access their student's grades. All parents can see what students have written through Google Docs.

Our school STAR data is presented annually at public meetings of our district's Board of Trustees.

3. Sharing Lessons Learned:

The Del Mar Union School District supports a culture of interdependency, and the district strives to encourage teachers and school leaders to use a common language around key initiatives and strategies. Teacher leaders at Ocean Air and other district schools are called upon to assist in the development of major initiatives, such as, the Language Arts Project, a Common Core Standards Report Card, a Math Implementation Project, and a teacher leader cohort that is being trained in the "Essential Elements of Instruction."

Information in our district is often shared through regularly-scheduled district in-service. In some cases, staff members have the privilege, opportunity and responsibility of attending trainings sponsored by the district, and then report out their essential learnings at staff and grade-level meetings. For the past two years, an expert consultant has provided district-wide training relating to the teaching of writing in Grades K-6. This common training, coupled with shared teacher experiences, serves as the foundation for further teacher dialogue and collaboration at our school site.

A team of district teachers, serving on a district committee, developed a new Language Arts Tool Kit for use at each grade level. The kit, which is posted on the district's website, includes information relating to data collection and use, standards and instructional time line, benchmark and performance assessments, and teaching resources. The kit was presented by our representative teachers to their peers in an informal, on-site training.

Ocean Air teachers post and share information relating to best practices and resources using the on-line Live Binders program, or Cloud (tied into a Google Docs lesson repository).

The district has a strong Beginning Teacher Support and Assessment (BTSA) program where new teachers have continuing opportunities to share lessons and discuss teaching approaches.

The principal is an active member of the Superintendent's Achievement Task Force and the Association of California School Administrators (ACSA). The principal also attends local conferences, such as the San Diego County Closing the Achievement Gap Conference, where he has collegial discussions with peers concerning effective teaching and learning practices.

The principal has served as part-time faculty and taught Master's Degree level classes at San Diego State University on the use and application of specific formal and informal assessment tools that assess literacy competencies in language arts (reading, writing, listening, and speaking). He also shared his experience in successfully using summative and formative assessments at Ocean Air.

4. Engaging Families and Communities:

Ocean Air is located in a connected community in which parents donate their time and their financial resources to support the school. Many of our parents hold executive-level or highly-skilled jobs in medicine, science, and business. They bring amazing resources to our students and readily volunteer to speak in classrooms, conduct classroom experiments, lead field trips, etc. Our PTA has purchased additional technology, Playground Partners (structured games used during lunch recess), additional guided reading books, chapter books, etc. Last year, our families raised over 1.2 million dollars to support our Extended Studies Curriculum (ESC).

We hold an orientation for new students and their families before the beginning of school. A Volunteer Fair is held the first day of school during which we solicit parent volunteers. Parent volunteers actively work in our classrooms, assist with our "Everyone A Reader" program to support student reading, are involved in our School Site Council (SSC), and serve on PTA committees.

A new event we will be offering this spring is a panel discussion involving one of our feeder middle school principals and parent professionals for parents of our 5th-6th grade students. The topic will be on fostering and supporting student independence as students move from elementary to middle school.

We are in partnerships with the local community business and education entities such as San Diego State University (SDSU), the University of California at San Diego (UCSD), Scripps Institute of Oceanography, etc. Through these partnerships, students have many opportunities for field trips and hands-on learning. One of our teachers is involved with SDSU and The National Science Foundation in a preservation study concerning the habitat in nearby Carmel Mountain Reserve. The focus is on how Ocean Air students, through outdoor education, study a critically endangered ecosystem, educate their community about this environment, and devise effective strategies to protect and preserve this delicate habitat.

Our Student Council organizes a Thanksgiving food drive for local needy families.

The Study Buddy Program, offered through a partnership with Torrey Pines High School, is a community service opportunity for teens to tutor and befriend elementary students for one hour after school each week at Ocean Air. The success of the program lies in the unique partnering and mentoring that takes place between the high school student and the younger child. Teachers refer students to the program based on those that could benefit academically, socially or emotionally from "mentoring."

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Ocean Air, we teach a rigorous common curriculum in which students meet or exceed grade-level content standards. All of the instructional materials utilized at Ocean Air support core curriculum, state-approved, and aligned with standards. Teachers utilize research-based teaching practices and the Essential Elements of Instruction (Madeline Hunter) to enhance lesson design and delivery.

In language arts and reading, we utilize Houghton-Mifflin (K-6), Write Source (K-6), Hampton Brown Avenues (K-5), Houghton-Mifflin Spelling and Vocabulary (1-6), and Zaner-Bloser (K-6). The core curriculum is supplemented with grade-level appropriate novels to address specific learning objectives. Instructional materials are also used at each grade level to provide common core vocabulary and writing instruction for all students. Our faculty agrees that these instructional materials provide a strong foundation for English language arts instruction. Teachers offer a balanced reading program that includes direct instruction, guided reading groups, literature circles, and writing. Students are engaged in meaningful, authentic, independent work.

In mathematics, we utilize California Mathematics Concepts, Skills, and Problem Solving (MacMillan/McGraw-Hill, Grades K-6). Our teachers make use of direct and small group instruction, as well as manipulative hands-on experiences for concrete skill attainment. The emphasis is on building conceptual understanding rather than on answer-getting, or rote memorization. We pre-test in Grade 3 and place students into homogeneous groups based on the test results. Grades 1 and 4 teachers are implementing Cognitively Guided Instruction. The concept is that teachers' understanding of the development of students' mathematical thinking (conceptual understanding) is used to inform instructional decisions. Beginning in Grade 6, students are regrouped to provide the opportunity for an accelerated Pre-Algebra course.

In science, we utilize Houghton Mifflin (Grades K-5) and Prentice Hall Earth Science (Grade 6). All students are taught through a series of hands-on experiences using FOSS kits in our Science Lab.

In social studies, we utilize Harcourt Brace (Grades K-6), supplemented with History Alive. Teachers enhance and support the program of study with field trips for various grade levels to Old Town, San Diego; the Rancho Buena Vista Adobe; the USS Midway; and the Mission San Juan Capistrano.

In visual arts, the teacher utilizes a standards-based curriculum and focuses on art history, art techniques, art relating to architecture (geometry), and art and literacy connections. She engages students in a variety of hands-on experiences with clay, paper maché, sculpture, drawing, painting, collage and printing. A Student Art Festival is held in conjunction with our end-of-year Open House.

In music, we utilize Share the Music (McGraw-Hill, Grades K-6). Supplemental materials include Belwin Band Builders Method (Grades 4-6), and Accent on Achievement (Grades 4-6). All students learn the language of music in the areas of singing, listening, moving, writing/composing/creating, and playing instruments. All grade levels have the opportunity to present a culminating musical presentation for the school and families.

In physical education, we utilize Health and Wellness (Macmillan/McGraw-Hill) and SPARK P.E. at Grades K-6. Our physical education program promotes an understanding and an appreciation of the benefits of physical activity and healthy habits. Through skill lessons, team games, and cooperative activities, students learn the physical, emotional, and social skills crucial for the development of the whole child.

Technology is incorporated in all areas of the curriculum through integrated project-based learning. Classroom teachers and our technology teacher collaborate to create projects that reflect an understanding of the grade level curriculum, as well as utilizing technology to research, communicate, and problem solve. Additionally, fifth grade students are participating in a Google Chromebook pilot in which each student is issued his/her own device. Through this pilot, technology is strategically used to support curriculum and instruction.

2. Reading/English:

Our reading textbook is Houghton-Mifflin's English Language Arts curriculum for Grades K-6. This reading series provides interesting stories, relevant practice materials, and useful assessment data to start students on the path of strong ability and a love of reading. This state-adopted material also includes rich vocabulary instruction, spelling and grammar. In addition to basic textbooks, we supplement the teaching of reading with grade-level appropriate novels to address specific learning objectives. Instructional materials are also used at each grade level to provide common core vocabulary and writing instruction for all students.

Beginning in kindergarten, our reading program is centered upon a balanced literacy approach – an assessment-based, comprehensive program that empowers teachers to respond to individual literacy needs as they relate to the areas of decoding, vocabulary, reading comprehension, and fluency. In the lower grades, students are flexibly grouped as their reading skills develop. Students receive targeted reading support at their instructional level on a daily basis. They also participate in shared reading and guided reading, and take home leveled books on a weekly basis to share with the parents. In the upper grades, students read a variety of novels that complement the language arts basal program. Students take regular benchmark tests, the results of which help teachers divide the class for small group instruction. In addition, students may participate in small group literature circles.

Students are challenged to engage in higher level thinking skills. Teachers make instructional decisions based on the analysis of running records, teacher-developed Language Arts Project assessments, identified student needs, instructional time lines, and grade level standards.

Ocean Air students make regular visits to a well-stocked library with a very knowledgeable librarian. The library is open to students at lunch recess, and it is nearly always full, rain or shine.

Struggling students may receive additional small group help through our Academic Intervention Program (reading intervention provided by a retired teacher) and our Everyone A Reader program. The Everyone A Reader Program, sponsored by the County Office of Education, is offered at Grades 1-3, to help students advance in their reading skills. Through this program, parent volunteers visit classrooms and help from 1-4 students for 15 minutes each as students advance through various levels of reading material.

3. Mathematics:

Our mathematics textbook is MacMillan/McGraw-Hill's California Mathematics Concepts, Skills, and Problem Solving.

A critical area of district focus in this subject area is the development of students' conceptual understanding in mathematics. First and fourth grade Ocean Air teachers have received professional development in Cognitively Guided Instruction (CGI) and utilize mathematics-performance tasks in their classrooms. We are working through our site-based professional development to build all teachers' expertise and instructional pedagogy in this area. The CGI approach to teaching mathematics is based on the development of students' mathematical thinking; instruction that influences that development; teachers' knowledge and beliefs that influence their instructional practice; and the way that teachers'

knowledge, beliefs and practices are influenced by their understanding of students' mathematical thinking. At the core of this approach is the practice of listening to children's mathematics thinking and using it as a basis for instruction.

Our overarching goal is to increase the alignment of mathematical practices to Common Core State Standards as demonstrated by:

- Classroom environments that reflect student mathematics work that is focused on student thinking and problem solving around authentic mathematics tasks.
- Teachers who rely more upon authentic, math performance tasks with students.
- Teachers who utilize better questioning strategies to uncover students thinking, rather than answer-getting and simple memorization.
- Use of a pre-test to determine grouping of students before a given unit/chapter is taught.
- Grade-level regrouping by ability in Grades 3-6. (Sixth grade includes pre-algebra to prepare students to be successful for the rigors of higher mathematics.)
- The use of small groups in lower-achieving classes to allow for a smaller student-teacher ratio and provide struggling students with more immediate, and specific feedback related to addressing their needs. (In addition, the use of differentiated instruction allows for re-teaching opportunities.)

A District Mathematics Implementation Committee is finalizing benchmark assessments for use in 2013-14.

4. Additional Curriculum Area:

Our science program offerings contribute to the development of the whole child by providing unique training in observation and reasoning. Through science, students learn information that contributes to an overall understanding of how and why things work like they do. Students are able to use this knowledge to understand new concepts, make well-informed decisions, and pursue new interests.

All students work in our Science Lab on a weekly or bi-weekly basis. In the lab, students perform the work of real scientists: use their senses, make observations, develop hypotheses and test them. They learn the scientific process and work collaboratively with peers through a series of hands-on experiences using FOSS kits.

Teachers further enhance science instruction through our Garden Club, and field trips to the Carmel Mountain Reserve (vernal pool study), the University of California at San Diego (earthquake shake table used in seismic research), Torrey Pines State Reserve (a coastal park where students learn about plants and animals that inhabit the reserve), Scripps Institute of Oceanography (floating labs), and the San Diego Zoo (educational program aligned to California State Science Standards). Grade 6 students travel to Camp Cuyamaca for a week-long camping experience with an emphasis on nature studies.

At Ocean Air, we call upon our parent expertise to enhance the teaching of science. For example, recently two of our parents who are medical doctors volunteered to conduct a dissection of pig hearts in the Science Lab. Students were able to observe the major chambers, valves, and vessels of the heart and learned about blood circulation.

For the first time this year, our teachers registered Grade 6 students for competition in the Regional Science Olympiad sponsored by the San Diego County Office of Education. Participation in the

Olympiad was a fun and exciting opportunity for students to challenge themselves in different science disciplines, including earth science, biology, chemistry, physics and engineering. Our parents with strong engineering and science backgrounds served as coaches for student teams. We are proud that Ocean Air was one of a few elementary schools that participated in the Regional Science Olympiad and that nine of our student teams placed in the top twenty for their events. We plan on making a presentation this spring to our district's Board of Trustees, led by students, teachers and parents, about the Regional Science Olympiad experience.

5. Instructional Methods:

At Ocean Air, we teach a rigorous common curriculum, grade level common core state standards, and 21st century skills. We teach effectively, using research-based practices; and work collaboratively, in a results-focused culture.

Differentiated instruction for students is a key instructional method at Ocean Air. We have found that differentiation is an organized, yet flexible, way of adjusting teaching and learning methods to accommodate each student's learning needs and preferences in order to achieve his or her maximum growth as a learner. Depending upon the subject matter, differentiation may look different. However, in all cases it will be designed to engage students in the curriculum in meaningful ways. For example, teachers often use flexible grouping to provide students with the appropriate level of peer, adult, or teacher support. In reading and mathematics, flexible, differentiated instruction is based on pre-assessments that inform teacher lesson planning. Teachers are encouraged to work together in PLCs to hone their diagnostic skills and fine tune differentiated instruction approaches.

Teachers utilize authentic writing tasks in which students aren't bound by worksheets. The writing tasks are open-ended so that more advanced students can write deeper, yet struggling students can still access and complete the task. Therefore, all students can work at their own "zone of proximal development." Student work helps teachers diagnose a student's level of achievement and establish next steps toward further student mastery of the content while deepening writing skills.

Technology is an important educational tool in our school. Our technology instructor collaborates with grade-level teacher teams to integrate classroom curriculum with technology lessons. Students work in our Computer Lab on a rotational basis, typically once a week. We utilize GoogleDocs and Google Apps in Grades 4-6, and find that this practice is changing the way students work collaboratively to design, create, and write. Students in Grades 4-6 have their own individual Google Docs account through which they save files, and collaborate with fellow students and their teachers. We are piloting the use of Google Chromebooks at Grade 5 with the goal of increasing student performance in the area of writing, and as well as increasing collaboration and feedback between students and teachers. The Chromebooks are small laptops that facilitate the teaching of writing, creating and composing; and also give students access to thousands of educational applications. They are a simple, scalable and a more affordable way to utilize technology as an instructional tool.

6. Professional Development:

At Ocean Air, professional development for teachers is a top priority. Our belief is that great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor in influencing student achievement. Therefore, it is critical to pay close attention to how we train and support our teachers, and keep focused on changing classroom behaviors in ways that lead to improvement in student performance.

Professional development for teachers is based on state standards, district goals, and teacher expressed needs. We hold a relentless focus on the instructional core, on what we teach and how we teach it. District-wide professional development sets clear expectations for what teachers should know and be able

to do to help all students learn. Our teachers are participating in district-wide training in the area of language arts with the intent of creating a common language among teachers and students about the subject area. A group of our teachers is attending professional development in the Essential Elements of Instruction. The principal is reinforcing this learning through staff meeting discussions, and informal/formal evaluation feedback with the goal of developing a common language around these tenets of effective instruction. In addition, Nancy Fetzner, an expert consultant, has been contracted to deliver professional development district-wide to teachers in teaching writing genres: Narrative, Opinion/Argumentative, and Informative/Explanatory. Ocean Air teachers have also participated in professional development in Cognitively Guided Instruction (CGI), and utilize mathematics-performance tasks in their classrooms.

The principal, in recognizing the value of high-quality professional development, encourages and facilitates teacher participation, and communicates the benefits of professional development to parents and district supervisors. In addition, the principal actively supports teachers by providing opportunities for teachers to learn from each other through collaboration time in PLCs. Our PLCs encourage individual and collaborative experimentation, practice and reflection. They foster collegiality and problem solving, and emphasize continuous improvement in our classrooms and our school. While students are taking ESC classes, classroom teachers use that opportunity for grade-level common planning. Teachers have the opportunity to create smoothly functioning teams. They can express their ideas, talk about students for whom they share responsibility, describe their successes to other teachers, and seek counsel from colleagues on solving problems.

7. School Leadership:

Ocean Air's leadership philosophy is one of inclusion and collaboration, with a maintained focus on what's best for students. The principal is a visible presence in classrooms and on the playground every day. He knows every student socially, as well as academically. Staff meetings celebrate successes and staff members are encouraged to identify a colleague for recognition.

The principal leads through a distributed leadership model and involves teachers and parents in decision-making. The School Leadership Team, consisting of the principal and teacher grade-level representatives, meets regularly to address identified needs and brainstorm possible solutions.

The principal analyzes classroom instruction, uses evidence of classroom instruction and student performance to guide teacher support and evaluation, creates a reflective and intentional staff culture, and guides and leads data-based decision making. He is accountable to the district, parents, teachers and students to ensure that all available resources are used to support the strategic plan and goals identified in the Single Plan for Student Achievement.

The principal is accountable to the district for developing and reaching professional objectives around three district goals: 1) Attain deep implementation of rigorous, standards-based instruction with increasing focus on critical 21st century skills (e.g., written and oral language); 2) Employ effective leadership practices in leading teachers to refine their collaboration time for the purpose of increasing the focus on learning and results; and 3) Increase the accuracy of diagnosis relating to one or more of the elements of instruction.

Each year, our School Site Council solicits parent opinion through a parent survey. Through the survey, we gather information regarding what we do well, where we can improve, and to also gauge student comfort, enjoyment and success at school.

Teacher leaders who serve on district committees bring information back to the school and serve as a liaison between the school and the district.

District principals regularly work in triads and visit each other's schools to make cross observations and instructional rounds. Principals look for patterns of consistency, areas of need, and evidence that district initiatives are being implemented. They observe a teacher lesson and then diagnose the teaching together to ensure that teachers are receiving consistent feedback.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2007-2012 Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	96	95	94	96	93
Advanced	81	70	58	77	78
Number of students tested	120	102	105	78	80
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	Masked			Masked	Masked
Advanced	Masked			Masked	Masked
Number of students tested	1			2	1
2. African American Students					
Proficient Plus Advanced				Masked	
Advanced				Masked	
Number of students tested				4	
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	4	2	4
4. Special Education Students					
Proficient Plus Advanced	73	82	93	90	Masked
Advanced	53	46	67	40	Masked
Number of students tested	15	11	15	10	7
5. English Language Learner Students					
Proficient Plus Advanced	91	100	100	Masked	Masked
Advanced	83	77	95	Masked	Masked
Number of students tested	23	13	19	8	9
6. Asian					
Proficient Plus Advanced	98	100	100	100	100
Advanced	89	91	94	88	88
Number of students tested	52	43	36	34	32
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2007-2012 Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	88	84	91	92	81
Advanced	56	49	58	60	55
Number of students tested	120	102	105	78	80
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100			Masked	Masked
Advanced				Masked	Masked
Number of students tested				2	1
2. African American Students					
Proficient Plus Advanced				Masked	
Advanced				Masked	
Number of students tested				4	
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	4	2	4
4. Special Education Students					
Proficient Plus Advanced	67	73	80	70	Masked
Advanced	47	18	27	10	Masked
Number of students tested	15	11	15	10	7
5. English Language Learner Students					
Proficient Plus Advanced	83	92	90	Masked	Masked
Advanced	44	54	53	Masked	Masked
Number of students tested	23	13	19	8	9
6. Asian					
Proficient Plus Advanced	90	95	97	97	88
Advanced	65	77	69	68	59
Number of students tested	52	43	36	34	32
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2007-2012 Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	100	99	99	96	91
Advanced	90	94	92	91	77
Number of students tested	102	108	86	81	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	Masked		Masked		Masked
Advanced	Masked		Masked		Masked
Number of students tested	1		2		2
2. African American Students					
Proficient Plus Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		3	1	2
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	2	4	2
4. Special Education Students					
Proficient Plus Advanced	100		Masked	Masked	55
Advanced	64		Masked	Masked	36
Number of students tested	11		9	8	11
5. English Language Learner Students					
Proficient Plus Advanced	100		Masked	Masked	90
Advanced	94		Masked	Masked	60
Number of students tested	16		6	8	10
6. Asian					
Proficient Plus Advanced	100	100	100	100	97
Advanced	98	100	97	97	83
Number of students tested	46	39	34	30	30
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2007-2012 Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	100	99	99	98	95
Advanced	90	93	91	90	82
Number of students tested	102	108	86	81	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	1			2
2. African American Students					
Proficient Plus Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		3	1	2
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	2	4	2
4. Special Education Students					
Proficient Plus Advanced	Masked	95	Masked	Masked	82
Advanced	Masked	79	Masked	Masked	36
Number of students tested	1	19	9	8	11
5. English Language Learner Students					
Proficient Plus Advanced	100	100	Masked	Masked	80
Advanced	94	91	Masked	Masked	80
Number of students tested	16	22	6	8	10
6. Asian					
Proficient Plus Advanced	100	100	97	100	90
Advanced	94	98	94	97	87
Number of students tested	46	39	34	30	30
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2007-2012 Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	95	94	96	95	77
Advanced	79	78	80	69	47
Number of students tested	109	87	91	86	81
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	2		1	1
2. African American Students					
Proficient Plus Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		3	1	2	2
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	2	4	2	5
4. Special Education Students					
Proficient Plus Advanced	83	Masked	Masked	73	Masked
Advanced	44	Masked	Masked	27	Masked
Number of students tested	18	7	6	11	7
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	77
Advanced	Masked	Masked	Masked	Masked	39
Number of students tested	5	8	6	8	13
6. Asian					
Proficient Plus Advanced	100	97	100	100	93
Advanced	95	90	97	92	67
Number of students tested	40	38	34	36	30
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2007-2012 Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	95	99	98	95	91
Advanced	86	82	79	79	61
Number of students tested	108	87	91	86	81
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	2		1	1
2. African American Students					
Proficient Plus Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		3	1	2	2
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	2	4	2	5
4. Special Education Students					
Proficient Plus Advanced	82	Masked	Masked	82	Masked
Advanced	65	Masked	Masked	36	Masked
Number of students tested	17	7	6	11	7
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	92
Advanced	Masked	Masked	Masked	Masked	46
Number of students tested	5	8	6	8	13
6. Asian					
Proficient Plus Advanced	100	100	97	94	100
Advanced	95	87	82	86	80
Number of students tested	40	38	34	36	30
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2007-2012 Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	98	94	94	95	90
Advanced	76	83	81	69	69
Number of students tested	82	83	81	69	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	1	1	1
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	2	2	1
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	2	2	2
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	60	73	Masked
Advanced	Masked	Masked	20	27	Masked
Number of students tested	6	6	10	11	4
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	7	7	8	3
6. Asian					
Proficient Plus Advanced	100	100	100	100	92
Advanced	83	91	89	92	79
Number of students tested	36	34	36	36	24
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2007-2012 Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	98	96	95	95	94
Advanced	88	82	86	79	73
Number of students tested	82	93	85	86	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	1	1	1
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	2	2	1
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	2	2	2
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	70	82	Masked
Advanced	Masked	Masked	40	36	Masked
Number of students tested	6	6	10	11	4
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	7	7	8	3
6. Asian					
Proficient Plus Advanced	97	94	97	94	92
Advanced	97	88	92	86	71
Number of students tested	36	34	36	36	24
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA20